

Pupil premium strategy statement – Queen Margaret Primary Academy



This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	50.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026/ November 2026
Statement authorised by	Sara Bennion
Pupil premium lead	Sara Bennion
Governor / Trustee lead	Finley Bytheway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,099.59
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,00

Part A: Pupil premium strategy plan

Statement of intent

At Queen Margaret Primary Academy we have high expectations and ambitions for all pupils in our care and believe that, with high quality teaching, a wide range of pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

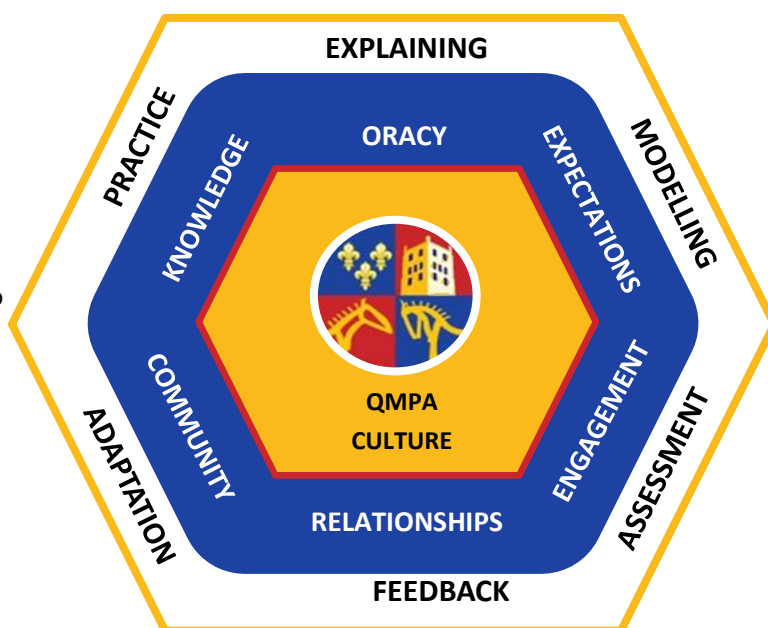
To do this, we engage in a range of strategies to issue challenge at an appropriate level, provide support to overcome barriers to learning, including a focus on the emotional well-being for our pupils. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. All schemes used in the school have been chosen to fulfil this purpose with a focus on small step progression, a rich vocabulary, quality experiences, and a focus on choosing high quality texts. This enables all pupils to make progress, whatever their wider life experiences. Our curriculum is designed to provide both scaffold and challenge so there is no ceiling on learning. The priorities laid out in our curriculum, Academy Improvement Plan and Pupil Premium Strategy echo each other and lie at the heart of our provision.

Through our Teaching & Learning Framework for quality first teaching, we aim to meet the needs of all children by ensuring highly effective teaching (Sutton Trust 2011).

Our teaching and learning **culture** builds **relationships** through **engagement** with the whole **QMPA community**. We have high **expectations** of **oracy**, **knowledge** and self-regulation so that everyone meets their potential.

Through our **practice**, we encourage children to become independent learners. Our culture ensures clear **explanations** and effective **modelling** so that knowledge and skills are embedded. We check for understanding using **assessment** and provide **feedback** to praise and challenge to support future learning.

Adaptations are made to meet the needs of **all**, so that children build confidence and believe anything is possible.



To support the local community and the children within we are heavily involved in the Holiday, Activity & Food Project, and we are a Restorative Practice School working closely with our parents, families and other agencies.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Key academic interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for

the Pupil Premium. We also know from our internal qualitative data that there has been an increased need for social and emotional support for our pupils following school closures due to COVID and other factors.

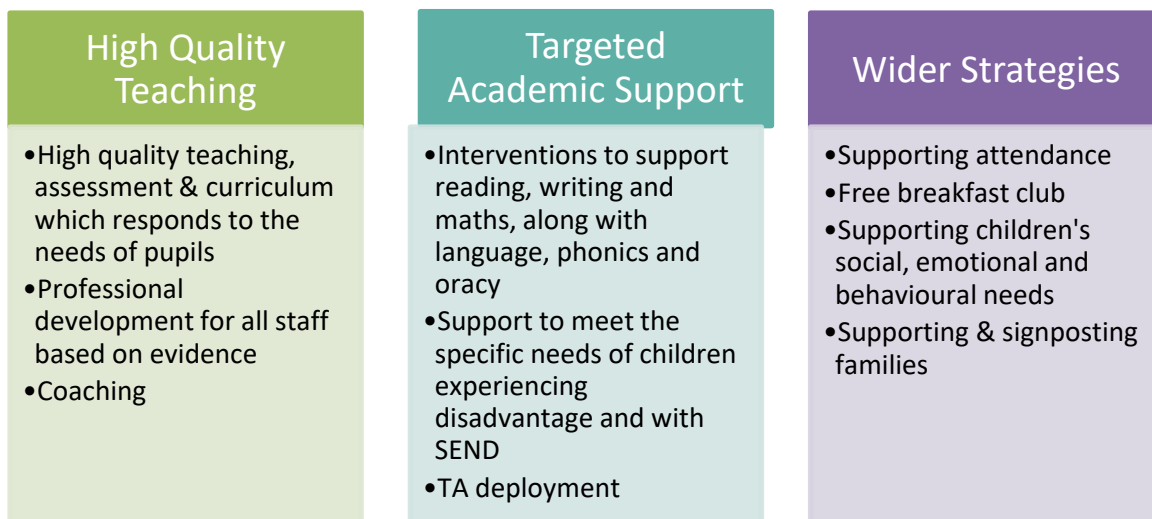
Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- The Cabot Learning Federation's vision to create lifelong opportunities for our pupils
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or that some children who do not receive funding are still disadvantaged

We are committed to ensuring that our children have following offer in place:



Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Maintaining the reduction in class sizes thus improving opportunities for effective teaching and accelerating progress.
- Additional teaching and learning opportunities provided through trained Teaching Partners
- All our work will be aimed at accelerating progress, moving children to at least age-related expectations and focusing on closing the gap between those that are and are not disadvantaged.
- Additional high quality learning support.
- Support payments for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

- Family Support work - we will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- We will aim for disadvantaged pupils to increase their attendance at school, and thus enabling them to experience the full learning experience at Queen Margaret Primary Academy.

We support all pupils by providing high quality teaching, supplemented by interventions to support PP learners as and when required. The school's leadership team and the Academy Council monitor the impact of spending of the Pupil Premium and interventions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Well-being: Our assessments, observations and discussions with pupils and families demonstrate that the well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Pupils have increased SEMH needs which is impacting their learning outcomes.
2.	Attainment of key subject areas: On average, disadvantaged pupils' attainment is lower and progress is slower than non-disadvantaged pupils. Overall, disadvantaged pupils have knowledge gaps and find it difficult to retain or recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of disadvantaged pupils. We are still grappling with the gaps that this has left alongside the encouragement of attitude towards learning. Where pupils do not pass the phonics screening test or had a borderline pass, this is a significant barrier to achieving age-related expectations in writing, with particular implications for spelling in KS1 and KS2
3.	Adverse Childhood Experiences: Learners experiencing disadvantage are more likely to have experienced a higher number of adverse childhood experiences and this can result in low self-esteem, low emotional resilience, disengagement with learning and poor behaviour choices.
4.	Financial: We know that our children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being. Financial challenges can limit opportunities and/or isolate children
5.	Language & Oracy development: We know that many of our children have underdeveloped oral language and language skills. This is evident from EYFS through to KS2. Language and oracy development supports access to and enhancement of the curriculum through understanding, communication and social interaction with peers and adults. We recognise that pupils with language development deficit require additional support and have considered how this can be balanced to ensure qualified teachers are able to support all children.
6.	Reading: we know that limited reading takes place at home and our children have lower levels of reading progress/attainment. Not being a fluent reader can impact significantly on pupil progress within the English curriculum as well as the wider curriculum. Supporting children to access reading opportunities across the day and across the curriculum will ensure they are able to access the full curriculum offer.
7.	Enrichment: We know that many of our children have a narrow range of educational and enrichment experiences beyond school. Cultural and educational enrichment experiences strengthen curriculum understanding of key concepts
8.	Support services for parents: the academy is in an area of high deprivation and parents face increasingly challenging situations prior to but particularly since the pandemic. The academy provides support and guidance to parents through our Family Support Worker

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Learners who experience disadvantage will receive purposeful and targeted support alongside quality first teaching to raise attainment in reading, writing and maths.	Children will achieve as well nationally in comparison to their peers. Support provide by smaller classes and more support from adults.
Pupils use their oracy skills to engage with learning across the curriculum and are able to articulate their learning in a range of situations	Pupil voice, parent voice, teaching and learning monitoring will demonstrate positive improvements in the development of oracy and language development.
Pupils and families demonstrate they value the education their children receive and know that good attendance makes a difference to outcomes.	Attendance for PP pupils is in line (or better than) with peers at 96+%.
Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.	Learners are ready to learn and able to access benevolent school experiences. Pupil voice reflects a high proportion of positive attitudes towards school and learning.
Learners who experience disadvantage will have made accelerated progress to raise attainment, most notably in reading, writing and maths	Children will achieve as well their peers nationally in comparison to their non-PP peers at KS2, Year 1 phonics, Year 4 MTC
The 8 challenges identified above are supported.	Children are ready to learn and able to access considerate school experiences.
Pupils' are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.	Pupils' needs are identified and targeted provision is delivered effectively. Pupils have a range of strategies to support well-being alongside strategies to support learning. Pupils' learning behaviours and focus are improved. Children are being supported by Young Minds Matters where applicable A range of therapeutic interventions are widened (TheraBuild/ELSA)
Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading at home and at school.	All pupils entitled to PP will maintain positive attitudes to reading and develop pleasure in reading unless restricted by a SEN. PP learners will make expected progress in reading and will achieve in line with or above ARE.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.</p>	<p>The Sutton Trust report ‘Improving the impact of teachers on pupil achievement in the UK’</p> <p>https://www.suttontrust.com/wpcontent/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners. The EEF publication, ‘Using your Pupil Premium Effectively’ enables teachers to evaluate, ensuring misconceptions are addressed and personalised learning is available.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Maintain the focus on this as we move into the next phase of school improvement.</p>	3,6,2
<p>Establish and consolidate a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics using Unlocking Letters and Sounds • Access to phonetically decodable texts • Phonics into reading • Reading Fluency • Reading to understand • Queen Margaret Primary Academy Reading Spine – core books that all children will read during their time with us Teaching of reading is a daily focus • A focus on Reading for Pleasure which offers a wide 	<p>Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don’t own a book. Children who own books are fifteen times more likely to read above ARE.</p> <ul style="list-style-type: none"> • Systematic synthetic phonics <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Matthew Effect – impact on fluency and progress <p>https://www.phonicbooks.co.uk/2017/06/04/matthew-effectcomes-reading-instruction/</p> <p>As part of the English Hub Partner school programme we will continue to develop our teaching of phonics and early reading into KS2 to develop fluency and confidence in understanding texts .</p>	2,6

knowledge around the world therefore enriching the children's ability to write more effectively drawing on their knowledge from books		
Targeted professional development of teaching and support staff (within QMPA and CLF more broadly).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Continued development of a Teaching and Learning Framework linked directly with a Professional Development 2025-26	1,3,5,6,8
Curriculum enactment: Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.	<ul style="list-style-type: none"> • Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) • The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) • Why children don't like school (Daniel T. Willingham) • Making Kids Cleverer: A manifesto for closing the advantage gap (Didau 2019) <p>Continue to develop and use the shared curriculum and ensure gaps are identified and closed which making linking the enactment of the curriculum link to QMPA.</p>	3,5,6,8

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 27,251.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Continue to work with families to ensure children attend school at the same rate or better than the previous academic year.	1,3,8
Language and Oracy development: To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition. • Improve oracy levels through use of sentence stems strategies to develop grammar and articulation.	Voice 21 "Speaking is a huge priority. It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." Amy Gaunt, Voice 21 https://voice21.org/	5, 6, 2

<p>Deployment of HLTA/TAs to provide quality first teaching support, 1:1 support and group intervention</p> <p>Reading interventions, phonics interventions, maths interventions, SEMH interventions, S&L interventions</p>	<p>EEF Deployment of Teaching Assistants (2025) recommends:</p> <ul style="list-style-type: none"> • Deploy Teaching Assistants in ways that enable all pupils to access high-quality teaching • Deploy teaching assistants to scaffold learning and to develop pupils’ independence • Deploy teaching assistants to deliver well-chosen, evidence based, structured interventions where appropriate <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Family Support Worker: Family Support worker employed to support with the following: - Providing support for families who may not be able to engage with education independently - Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support - Championing families and their children within the inclusion team</p>	<p>“Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood.” (p.81) Narrowing the attainment gap: Daniel Sobel (2018)</p> <ul style="list-style-type: none"> • Evidence indicates that pupils at QMPA have parents who present higher proportion of the following compared to their peers: • Not free of parental mental health issues • Not free of a culture of worklessness • Not experiencing a healthy diet • Not experiencing regular sleep 	<p>1,4,3,5,8,</p>
<p>Financial support for school enrichment opportunities is accessible to all children through: Subsidised class visits and visitors to enrich curriculum, including Y6 residential discount.</p> <p>Provision and support of a before school breakfast club with a particular focus on supporting those from a disadvantaged background although we provide a Magic Breakfast start for all children which is supported by finances allocated</p>	<p>Educational Education Fund Research: + 4 months (Outdoor adventurous learning).</p> <ul style="list-style-type: none"> • There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. It is argued that enrichment approaches can directly improve pupils’ attainment by up to 4months. • According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health. • Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays’. • The working class: Poverty, Education and Alternative Voices – Ian Gilbert The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing. 	<p>4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional and mental health support provided for pupils who are vulnerable Inspire plus Life Ed van Ed Psychology, My happy Mind	EEF teaching & Learning Toolkit Social and Emotional learning Self-manage emotions and focus on improving social interaction between pupils EEF : Social and Emotional learning +4 months	1,3,8

Total budgeted cost: £ 120,099.59,

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024/25

Attendance:

- *Yearly attendance:*

FSM6 - Attendance

Year	Cohort	School	National
2024/25	67	96.9%	92.6%
2023/24	71	92.9%	92.0%

- *Persistent Absence:*

Year	Cohort	School	National
2024/25	67	3.0%	24.4%
2023/24	71	23.9%	27.1%

Outcomes/ Attainment***EYFS Good Level of Development/GLD***

PP 10/23 43%	PP	All
QMA	50%	65%
National	52%	68%

Year 1 phonics screening check

PP 10/15 67%	PP	All
QMA	70%	80%
National	68%	80%

Year 4 Multiplication Tables Check

PP 11/16 69%	PP	All
QMA	22.3	21.9
National	18.9	20.6

Year 6 / Key Stage 2

PP 14/20 chn = 70%	PP	National	All	National
Reading	64%	62%	75%	74%
Writing	71%	58%	75%	72%
Maths	57%	59%	65%	73%
Combined (R, W, M)	43%	46%	55%	61%

Pupil Premium Strategy Outcomes Review 2024/2025:

Intended Outcome	Outcomes
Pupils and families demonstrate they value the education their children receive and know that good attendance makes a difference to outcomes.	Attendance at school for all pupils was 96.2% with disadvantaged pupils being 96.9%. Children want to attend school and parents are supporting this by ensuring they are in school to learn. Parent questionnaire in November 2025 showed that a high percentage of parents would recommend the school to other parent -96% of received responses.
Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.	A strong multi agency approach continues to be used throughout school. Multi-vulnerabilities identified and shared with all staff.
Learners who experience disadvantage will have made accelerated progress to raise attainment, most notably in reading, writing and maths	See data above
The 8 challenges identified above are supported.	All 8 areas of the challenges identified are being addressed through the use of interventions as outlined in the plan. As part of the CLF we are using WELLCOMM to support oracy development within school. As part of the development of Early Reading we are a parent with the English Hub.
Pupils' are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.	Through the use of My happy Mind we have seen children able to regulate emotions, build resilience and increase self-esteem. QMPA is also part of YMM where we are able to make referrals to best support children with self-esteem or anxiety issues.
Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading at home and at school.	Attainment in Reading shows that children are doing well with this area of learning and pupil voice indicates this too.
To work reactively with families and provide bespoke support. FSW to provide effective support to families in need so that they are well supported and there is evidence of impact in improving engagement/outcomes (inc. management of early help referrals etc) & that parental partnership opportunities are being developed.	The FSW has worked closely with a number of families to support them in Early Help Referrals as well as with attendance. She has worked directly with children to support their emotional needs ensuring that they attend well to school and are focused with their learning. The FSW is also directly involved with those children who become dysregulated in order to help the with their cure of regulation.

